

# 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

<b>Program authority:</b>	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to May 30, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, November 1, 2016	Place date stamp here 2016 NOV - 1 PM 12:13 Document Control Center Texas Education Agency
<b>Submittal information:</b>	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Lauren Duggins, <a href="mailto:lauren.duggins@tea.texas.gov">lauren.duggins@tea.texas.gov</a> ; (512) 463-9581	

## Schedule #1—General Information

### Part 1: Applicant Information

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
Brownsville ISD	031-901	Porter ECHS/002	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
74-6000418	1	030917579	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1900 E. Price Road	Brownsville	TX	78521-2495
<b>Primary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Berta	A	Pefia	Asst. Superintendent Curriculum & Instruction
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
(956) 698-2091	<a href="mailto:bapena@bisd.us">bapena@bisd.us</a>		(956) 547-4181
<b>Secondary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Adrian		Dorsett	Interim Administrator
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
(956) 548-8217	<a href="mailto:adorsett@bisd.us">adorsett@bisd.us</a>		(956) 982-3844
<b>Part 2: Certification and Incorporation</b>			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Dr. Esperanza		Zendejas	Superintendent of Schools
Telephone #	Email address		FAX #
956-548-8011	<a href="mailto:drezendejas@bisd.us">drezendejas@bisd.us</a>		956-548-8019

Signature (blue ink preferred)

Date signed



10-31-16

701-16-108-016

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

**Schedule #1—General Information**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> <li>a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director</li> <li>b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison</li> <li>c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> <li>d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> </ul>
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Brownsville Independent School District's (BISD) mission statement reads that it "will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students."

Porter Early College High School (ECHS) student population serves approximately 2,000 students with nearly 100% of them Hispanic and economically disadvantaged. In regard to academics, Porter ECHS has been considered a Priority school for the last several years. Priority schools are Title I high schools with graduation rates of less than 60% and/or schools with the lowest achievement on reading/math system safeguards at the All Student level.

Nevertheless, Porter High School began its transition into an early college high school three years ago. Progress has been made. Although considered a Priority school, it is showing academic progress.

The district conducts yearly needs assessments at the district, department, and individual campus levels in order to identify and prioritize needs. In regard to Career and Technical Education (CTE), the CTE department's goals are to strengthen the academic and career and technical skills of students through the integration of academics with CTE programs using a coherent sequence of courses. In addition, CTE assists in linking the secondary and post secondary CTE programs through Dual and Articulation agreements.

Specifically, CTE department's goals are to:

- ✓ Increase the number of work-based learning experiences for students to introduce them to all aspects of an industry;
- ✓ Expand the use of technology by CTE teachers and students;
- ✓ Initiate, improve, expand and modernize CTE programs to ensure they are of sufficient size, scope, quality and effectiveness;
- ✓ Establish viable Business relationships with members of the community as Advisory Committee Members; and
- ✓ Provide programs that address the needs of special population students participating in CTE.

With this and Texas Workforce Commission's Cameron County WDA Occupational Projects report in mind, BISD has selected Advanced Technologies and Manufacturing as the selected industry cluster in its proposal for the Texas Workforce Commission's 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools program funding opportunity.

BISD believes the community's startling demographics (e.g., economic disadvantage) can be improved by engaging some of our most At-Risk students in real world job applications while furthering both their secondary and post-secondary educational careers, utilizing dual enrollment coursework as a catalyst.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 031-901/001				Amendment # (for amendments only):		
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act						
Grant period: February 1, 2017, to May 30, 2018				Fund codes: See Notice of Grant Award (NOGA)		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$90,334	\$0	\$90,334	\$132,266
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$0	\$5,000	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0	\$10,000	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$6,500	\$0	\$6,500	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$74,300	\$0	\$74,300	\$0
Total direct costs:			\$186,134	\$0	\$186,134	\$147,266
Percentage% <u>indirect costs</u> (see note):			\$2,364	\$0	\$2,364	\$1,870
Grand total of budgeted costs (add all entries in each column):			<b>\$188,498</b>	<b>\$0</b>	<b>\$188,498</b>	\$149,136
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$0	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$0	
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
<b>Academic/Instructional</b>					
1	Teacher	1		\$60,000	\$0
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director		1	\$	\$16,667
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist	1		\$5,000	\$0
<b>Auxiliary</b>					
12	Counselor		1	\$	\$73,333
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$65,000	\$90,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$6,667	\$13,333
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$18,667	\$28,933
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$25,334	\$42,266
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$90,334</b>	<b>\$132,266</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>	<b>\$</b>

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Texas Industrial Vocational Association (TIVA) certification for welding and machinery	\$5,000	\$0
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$5,000</b>	<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>	<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$5,000</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$10,000	\$5,000
<b>Grand total:</b>		<b>\$10,000</b>	<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 031-901/001		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$5,000	\$10,000
	Specify purpose: Technology Student Association conference/competition		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$1,500	\$0
6413	Stipends for non-employees other than those included in 6419	\$0	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$
Subtotal other operating costs requiring specific approval:		\$0	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$6,500</b>	<b>\$10,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12	Welding Simulation Software	1	\$10,000	\$10,000	\$0
13	Computer Aided Drafting	1	\$10,000	\$10,000	\$0
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	IDEAL Side Down Draft Paint Booth	1	\$20,500	\$20,500	\$0
20	Student Computer Stations	25	\$1,300	\$32,500	\$0
21	Teacher Computer Station	1	\$1,300	\$1,300	\$0
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29					
<b>Grand total:</b>				<b>\$74,300</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:

1,978

Category	Number	Percentage	Category	Percentage
African American	2	0.1%	Attendance rate	97.1%
Hispanic	1,973	99.7%	Annual dropout rate (Gr 9-12)	1.3%
White	3	0.2%	Students taking the ACT and/or SAT	54.2%
Asian	0	0.0%	Average SAT score (number value, not a percentage)	1194
Economically disadvantaged	1,977	99.9%	Average ACT score (number value, not a percentage)	17.3
Limited English proficient (LEP)	477	24.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	83.5%
Disciplinary placements	49	2.2%	State assessment data	DNA

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	0.6%	No degree	6.9	3.9%
Hispanic	146.8	82.6%	Bachelor's degree	125.5	70.7%
White	25.8	14.5%	Master's degree	42.2	23.7%
Asian	1	0.6%	Doctorate	3	1.7%
1-5 years exp.	32.5	18.3%	Avg. salary, 1-5 years exp.	42,256	N/A
6-10 years exp.	30.1	17.0%	Avg. salary, 6-10 years exp.	45,091	N/A
11-20 years exp.	52.8	29.7%	Avg. salary, 11-20 years exp.	51,010	N/A
Over 20 years exp.	59.0	33.2%	Avg. salary, over 20 years exp.	58,479	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											25	20	15	10	70
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											25	20	15	10	70

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											0	0	0	1	1
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											0	0	0	1	1

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although many might be aware that the Rio Grande Valley is amongst the poorest regions in the nation, the October 28, 2013 newspaper issue of USA Today formally announced that the Rio Grande Valley tops the list of poorest regions with Brownsville, Texas now being designated as "America's Poorest City." Researchers made their determination using regional data on income, poverty rate, median home price, unemployment rates and health insurance from the U.S. Census Bureau's 2010 American Community Survey. The economic distress in Brownsville, Texas is felt in the extremely high levels of economically disadvantaged students being served by BISD; current district data reports that amount at 94.6 percent.

The Brownsville Independent School District's (BISD) mission statement reads that it "will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students."

The district conducts yearly needs assessments at the district, department, and individual campus levels in order to identify and prioritize needs. In regard to Career and Technical Education (CTE), the CTE department's goals are to strengthen the academic and career and technical skills of students through the integration of academics with CTE programs using a coherent sequence of courses. In addition, CTE assists in linking the secondary and post secondary CTE programs through Dual and Articulation agreements.

Specifically, CTE department's goals are to:

- ✓ Increase the number of work-based learning experiences for students to introduce them to all aspects of an industry;
- ✓ Expand the use of technology by CTE teachers and students;
- ✓ Initiate, improve, expand and modernize CTE programs to ensure they are of sufficient size, scope, quality and effectiveness;
- ✓ Establish viable Business relationships with members of the community as Advisory Committee Members; and
- ✓ Provide programs that address the needs of special population students participating in CTE.

The district, utilizing information provided by the Texas Workforce Commission's Cameron County WDA Occupational Projections report, has selected Advanced Technologies and Manufacturing as its proposed industry cluster. Their most recent report highlights that careers within the Structural Metal Fabricators & Fitters component show a chart-topping 34% projected growth between 2014-2024.

With assistance from the Texas Workforce Commission's 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools program funding, BISD believes the community's startling demographics (e.g., economic disadvantage) can be improved by engaging some of our most At-Risk students in real world job applications while furthering both their secondary and post-secondary educational careers, utilizing dual enrollment coursework as a catalyst.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	The Advanced Technologies and Manufacturing Innovative Academy will be providing new opportunities and safety nets for many students who have been historically underrepresented in college. The American Institute of Research, 2013, states that students who attend early college high schools are more likely to perform well and graduate, enroll in college and earn a 2- or 4-year degree compared to their peers.
2.	Improve High School Graduation Rates	The Advanced Technologies and Manufacturing Innovative Academy will target At-Risk students to pursue a career pathway that earns them dual enrollment credit with local junior colleges and/or university. Teacher and counselor support will address student needs and access to opportunities for internships and dropout interventions. Early coordination of high school career fairs with local IHEs. Historically, BISD CTE students have higher passing rates on standardized tests.
3.	Improve Transition to Postsecondary Success	The Advanced Technologies and Manufacturing Innovative Academy will facilitate early involvement in a career pathway with multiple opportunities to earn dual enrollment credit with local IHEs and their respective counselors working with our counselors to create a seamless transition. BISD students and counselors will be able to take advantage of years of partnerships and matriculation agreements between BISD and local IHEs.
4.	Improve Employability Skills and Knowledge	The Advanced Technologies and Manufacturing Innovative Academy will focus on students obtaining critical state of the art training, coupled with solid academic preparation and the all important people skills that open doors for college and/or career. A well-equipped and formalized pathway with student supports and a dedicated team of teachers and counselors will ensure improved employability skills and knowledge for all students.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Education/Certification: Minimum – Masters degree in education or related field, and Mid-Management certification. Five years experience in an educational setting, supervisory experience, and demonstrated competence in program development. Preferred experience with CTE programs. Ability to travel between ECHSs.
2.	Teacher	Education/Certification: Minimum – Associate's degree in education with three years of field experience in an educational setting, supervisory experience, and demonstrated competence in program development. Preferred experience with CTE programs.
3.	Evaluator	Education/Certification: Doctoral degree with experience as a professional evaluator. Experience with evaluation of federally funded grants. Preferred experience with CTE/STEM programs.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	9 <sup>th</sup> Grade	1. Planning for 2017-2018 School Year	02/01/2017	06/30/2017
		2. 9 <sup>th</sup> Grade students take TSIA	07/01/2017	05/30/2018
		3. Eligible 9 <sup>th</sup> Graders take Dual Enrollment/AP	08/21/2017	05/30/2018
		4. 9 <sup>th</sup> Grade Student Career Interest Rotations	08/21/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	10 <sup>th</sup> Grade	1. Planning for 2017-2018 School Year	02/01/2017	06/30/2017
		2. 10 <sup>th</sup> Grade students take TSIA	07/01/2017	05/30/2018
		3. Eligible 10 <sup>th</sup> Graders take Dual Enrollment/AP	08/21/2017	05/30/2018
		4. 10 <sup>th</sup> Grade Guest Speaker Presentations	08/21/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	11 <sup>th</sup> Grade	1. Planning for 2017-2018 School Year	02/01/2017	06/30/2017
		2. 11 <sup>th</sup> Grade students take TSIA	07/01/2017	05/30/2018
		3. Eligible 11 <sup>th</sup> Graders take Dual Enrollment/AP	08/21/2017	05/30/2018
		4. 11 <sup>th</sup> Grade Field Trips to Industry Partner Business	08/21/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	12 <sup>th</sup> Grade	1. Planning for 2017-2018 School Year	02/01/2017	06/30/2017
		2. 12 <sup>th</sup> Grade students take TSIA	07/01/2017	05/30/2018
		3. Eligible 12 <sup>th</sup> Graders take Dual Enrollment/AP	08/21/2017	05/30/2018
		4. 12 <sup>th</sup> Grade Internships/Cooperatives	08/21/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD administration from various departments, including but not limited to the Assistant Superintendent of Curriculum & Instruction, CTE, Finance, and Grants, closely collaborate to: 1) Maintain fiduciary/financial accountability and compliance with all grant activities; 2) Process and maintain accounting data; 3) request funds through automated payment request systems; 4) Prepare and submit expenditure reports; 5) Classify accounting transactions properly; 6) Maintain supporting documentation for charges to the grant; 7) Adhere to BISD and funding agency (e.g., TEA) procurement procedures and keep accurate reports of all procurements; and 8) Ensure that all involved are operating with regards to updated grant agreements, contracts, and amendments.

Our approach to monitor student progress on an ongoing basis will be conducted by all stakeholders. The Project Director will utilize the CTE Advisory Board, and its respective sub-boards, as the principle method of feedback and continuous improvement. Participants at the community level of the CTE Advisory Board include, but are not limited to, the Chamber of Commerce, City of Brownsville, Texas Southmost College, and local business owners (e.g., Tip O' Texas Chevrolet, Luke Fruia Motors, Cardenas Motors). Meetings will be held twice a year. The major topics to be discussed at these meetings include: 1) Career trends; 2) CTE program activities; 3) Course passing rates; 4) Algebra I and Biology End of Course passing rates; 5) Number of students continuing in the CTE pathway; and 6) Graduation rates, et al.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD is firmly committed to the implementation and operation of the grant program in subsequent years. The district has demonstrated proof of past ability to comply with this requirement. Most recently, the district is providing sustainability efforts for its former 21<sup>st</sup> Century Community Learning Center Cycle 7 grant via free Extended Day Enrichment program activities that are designed to assist parents with quality enrichment programs for students in grades pre-kinder through 5<sup>th</sup> from 7:30 AM to 5:30 PM weekdays.

The district's Career and Technical Education (CTE) department will continue to provide funding for continuation of this program after program funding ends (e.g., equipment purchase), thus promoting its early college high school initiative. Additionally, the CTE department will continue programming efforts that not only promote dual enrollment for CTE students but also encourage completion of certificates, associate degree programs and beyond.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of Certificates and/or Associate's Degrees Earned	1.	Increase in Combination Welding certificates earned
		2.	Increase in Associate's Degrees in Welding Technology earned
		3.	
2.	Number of Articulated Courses	1.	Increase in types of articulated courses offered by CTE
		2.	Increase in number of articulated courses offered by CTE
		3.	Increase in number of students taking/succeeding in articulated courses
3.	Survey of Parents, Students, and Stakeholders	1.	Increase number of parent satisfaction with course offerings
		2.	Increase number of student satisfaction with course offerings
		3.	
4.	See Assessment Report	1.	Student data in state assessment compared to State (ALG I and BIO I)
		2.	
		3.	
5.	See CTE Advisory Board Agenda Minutes and Outcomes Report	1.	Increase in satisfaction by advisory group; and, subgroups
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of data from achievement, attendance, students' surveys, to CTE Advisory Board meetings and recommendations will be triangulated to make program-level adjustments and end-of-year reporting.

BISD's CTE Advisory Board meets at least twice a year to discuss and make recommendations concerning current and future industry needs that may impact and/or expand current course offerings and certifications/licenses offered to students.

BISD administration and CTE teachers and counselors will meet as necessary to prepare/update frameworks, attend on-going professional development for compliance and expansion of student services.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Statutory Requirement 1:** The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has in place an agreement with Texas State Technical College – Harlingen that provides eligible district students access to courses that meet both high school and college-level requirements.

BISD has in place an agreement with Texas State Technical College – Harlingen that provides eligible district students access to courses that meet both high school and college-level requirements. Through this agreement, eligible district students receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree on or before the fifth anniversary of the date of the student's first day of high school.

BISD has in place an agreement with Texas State Technical College – Harlingen that provides eligible district students access to postsecondary educational and training opportunities.

BISD has in place a process that provides participating students flexibility in class scheduling and academic monitoring. This process engages high school counselors, CTE staff, and students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Statutory Requirement 1 (continued)**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 1:** The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district, utilizing information provided by the Texas Workforce Commission's Cameron County WDA Occupational Projections report, has selected Advanced Technologies and Manufacturing Technology as its proposed industry cluster.

Their most recent report highlights that careers within the Structural Metal Fabricators & Fitters component (e.g., welders, cutters, and Welder Fitters) show a chart-topping 34% projected growth between 2014-2024.

Individuals working in these occupations are generally responsible for the following tasks:

- ✓ Weld components in flat, vertical, or overhead positions;
- ✓ Operate safety equipment and use safe work habits;
- ✓ Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers;
- ✓ Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications; and
- ✓ Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.

Furthermore, these occupations generally require training in vocational schools, related on-the-job experience, and/or an associate's degree. A recognized apprenticeship may be associated with these occupations.

One of BISD community partners is Texas State Technical College – Harlingen. They currently provide the following opportunities for study: Associates of Applied Science in Welding Technology and a Certificate in Combination Welding.

According to Rio Grande Valley Linking Academic Development (RGV LEAD), these occupations generally earn between \$10.36 to \$16.74 an hour in this area. In regard to opportunity, the organization estimates 40 openings per year.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 2:** The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD's CTE Advisory Board meets at least twice a year to discuss and make recommendations concerning current and future industry needs that may impact and/or expand current course offerings and certifications/licenses offered to students.

Participants at the community level of the CTE Advisory Board include, but are not limited to, the Chamber of Commerce, City of Brownsville, Texas Southmost College, and local business owners (e.g., Tip O' Texas Chevrolet, Luke Fruia Motors, Cardenas Motors).

BISD administration will utilize this platform, among others, to fully engage a minimum of one industry partner to continue serving as an active member of the CTE Advisory Board, continue and expand on current contributions to BISD for CTE programs, and facilitate industry experiences for BISD students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 3:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD ensures that all students at the Advanced Technologies and Manufacturing Innovative Academy at Porter ECHS will have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The following plan provides important milestones during the 2016-2017 school year:

**9<sup>th</sup> Grade**

- ✓ 9<sup>th</sup> Student Career Interest Rotations and eligible students take Dual Enrollment/Advanced Placement

**10<sup>th</sup> Grade**

- ✓ 10<sup>th</sup> Grade Guest Speaker Presentations and eligible students take Dual Enrollment/Advanced Placement

**11<sup>th</sup> Grade**

- ✓ 11<sup>th</sup> Grade Field Trips to Industry Partner Businesses and eligible students take Dual Enrollment/Advanced Placement

**12<sup>th</sup> Grade**

- ✓ 12<sup>th</sup> Grade Internships/Cooperatives and eligible students take Dual Enrollment/Advanced Placement

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 4:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Porter ECHS has counseling staff available to meet students' needs. This includes assistance with the Dual Enrollment process. Counselors that work with BISD must all meet minimum education/certification standards including having a Master's degree and a valid Texas School Counselor certificate.

The counselor that will be selected to assist students of the Advanced Technologies and Manufacturing Innovative Academy at Porter ECHS will be tasked to promote, implement, and evaluate an effective, comprehensive, developmental counseling and guidance program for students entering or participating in CTE programs.

Major responsibilities and duties include:

- ✓ Assume primary responsibility for all students entering or participating in the CTE programs;
- ✓ Assume primary responsibility in the recruitment process for CTE programs;
- ✓ Assume primary responsibility for CTE accounting and PEIMS coding provisions as outline in Section 5 of the Texas Education Agency Student Attendance Accounting Handbook;
- ✓ Helps students and parents interpret required state scores, as well as End of Course (EOC), ACT, SAT and others; and
- ✓ Helps identify students with special needs and make proper referrals for services.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 5:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district, utilizing information provided by the Texas Workforce Commission's Cameron County WDA Occupational Projections report, has selected Advanced Technologies and Manufacturing Technology as its proposed industry cluster.

Their most recent report highlights that careers within the Structural Metal Fabricators & Fitters component (e.g., welders, cutters, and Welder Fitters) show a chart-topping 34% projected growth between 2014-2024. Furthermore, these occupations generally require training in vocational schools, related on-the-job experience, and/or an associate's degree. A recognized apprenticeship may be associated with these occupations.

One of BISD's community partners is Texas State Technical College – Harlingen. They currently provide the following opportunities for study: Associates of Applied Science in Welding Technology and a Certificate in Combination Welding

Courses that are included in the Associates of Applied Science in Welding Technology at Texas State Technical College – Harlingen are:

- ✓ ENGL 1301 – Composition I
- ✓ ACGM X3XX – General Education Elective
- ✓ MATH 1332 – Contemporary Mathematics
- ✓ ACGM X3XX – General Education Humanities/Fine Arts Course
- ✓ ACGM X3XX – General Education Social/Behavioral Sciences Course

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 6:** The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Courses that are included in the Associates of Applied Science in Welding Technology at Texas State Technical College – Harlingen are:

ENGL 1301 – Composition I  
 ACGM X3XX – General Education Elective  
 MATH 1332 – Contemporary Mathematics  
 ACGM X3XX – General Education Humanities/Fine Arts Course  
 ACGM X3XX – General Education Social/Behavioral Sciences Course

BISD Courses that may not have a current crosswalk link will be proposed to the above-mentioned courses. Eventually, the district will be able to provide additional coursework linkage to postsecondary current and proposed coursework.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 7:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD administration will utilize the CTE Advisory Board as the ECHS Career Preparation Academy Leadership Team. The team, comprised of administration at the district, primary dual credit partner, college/university partner and industry partner levels will engage in an ongoing process of continuous improvement. The major topics to be discussed at these meetings include: 1) Career trends; CTE program activities; Graduation rates; et al.

Participants at the community level of the CTE Advisory Board include, but are not limited to, the Chamber of Commerce, City of Brownsville, Texas Southmost College, and local business owners (e.g., Tip O' Texas Chevrolet, Luke Fruia Motors, Cardenas Motors).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 8:** The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students at the Advanced Technologies and Manufacturing Innovative Academy ECHS will have continued access to training facilities, technology, and other resources needed to maintain program operation beyond the granted length. We believe that this proposal will implement a comprehensive, collaborative, and coordinated educational framework that will improve and sustain: 1) Academic performance; 2) High school graduation rates; 3) Improve Transition to Postsecondary Success; and 4) Improve Employability Skills and Knowledge.

The core of the sustainability plan for the program will be focused on synthesizing the proposed program with BISD's current district improvement plan and funding streams associated to implementation of supplemental support to students.

Furthermore, BISD is committed to working with the United States Department of Education (DOE), the Texas Education Agency (TEA), Community Based Organizations (CBO), and Institutions of Higher Education (IHE) in order to maintain services beyond this grant.

District plans also include: 1) Continue to utilize in-kind resources (e.g., space, equipment); 2) Maximize on current CTE Advisory Committee efforts to demonstrate to our school board and administration the importance of the program by providing timely reports on measurable outcomes; and 3) Collaborate and build win-win partnerships with local business owners. Discussions to set expectations on how these partnerships will be able to facilitate sustainability efforts.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY** – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901/001

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #20—Outside Sources of Income and Pre-Existing Content**

County-district number or vendor ID: 031-901/001

Amendment # (for amendments only):

**Part 1: Outside Sources of Income.** Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at [grants@tea.texas.gov](mailto:grants@tea.texas.gov)).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	<b>Total:</b>		\$

**Part 2: Pre-Existing Content.** On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

DUAL ENROLLMENT

3801 Campus Drive  
Waco, Texas 76705

254-867-0000  
254-867-1234

## Texas State Technical College Memorandum of Understanding Dual Enrollment

Texas State Technical College (hereinafter referred to as TSTC), an institution of higher education and an agency of the State of Texas, and Brownsville Independent School District (hereinafter referred to as HIGH SCHOOL PARTNER), enter into the following agreement for the 2016-2017 school year.

Now therefore, the parties to the Memorandum of Understanding (hereinafter referred to as MOU) mutually agree to the following:

### Purpose

Whereas the purpose of this MOU is to outline the collaboration of the HIGH SCHOOL PARTNER, as listed above, in implementing the Dual Enrollment Program in compliance with Texas Higher Education Coordinating Board (THECB) Chapter 4-Subchapter D: Dual Credit High School Partnerships Between Secondary Schools and Texas Public Colleges, applicable state laws, and the rules and policies of TSTC and the HIGH SCHOOL PARTNER.

### Student Eligibility Requirements

Prior to enrolling in dual enrollment course pathways, high school students must demonstrate eligibility to participate in academic or technical dual credit courses in compliance with THECB Chapter 4-Subchapter D and TSTC rules. Specific rules governing student eligibility are available online at [www.tstc.edu](http://www.tstc.edu).

HIGH SCHOOL PARTNERS must have an official Partnership with TSTC and meet the applicable eligibility requirements to participate in academic or technical courses.

### Eligible Courses

Academic courses offered for dual enrollment credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) adopted by the Texas Higher Education Coordinating Board (THECB) and must be

approved course inventory of TSTC and approved for dual credit by the applicable Instructional Department and TSTC Dual Enrollment Office.

Technical courses offered for dual enrollment credit must be identified as college-level technical courses in the current edition of the Workforce Education Course Manual (WECM) adopted by the THECB and must be in the approved course inventory of TSTC and approved for dual credit by the applicable Instructional Department and TSTC Dual Enrollment Office.

Remedial or Continuing Education Courses will not be offered as dual credit.

Instruction and materials for dual enrollment courses must be at a college-equivalent or enhanced level of the instruction and materials used for the identical course taught at TSTC as documented by the course information sheet (CIS) or syllabus.

Each dual enrollment class will be offered based on demand and will require a minimum of 10 officially enrolled TSTC Dual Enrollment students. Classes that are eligible for cross sections may be less than 10 students if approved by the College. Additionally, staffing and facility availability will determine course offering.

Dual enrollment courses offered at the off-site location must be composed solely of dual enrollment students and/or advanced placement students (AP). Exceptions must be formally requested in advance, in writing, by the HIGH SCHOOL PARTNER. Approval will be granted only if allowed by federal, state and local regulations.

#### **Method of Delivery/Location of Class**

It is anticipated that instruction shall be (1) delivered in the secondary school utilizing a certified Dual Enrollment HIGH SCHOOL PARTNER instructor with credentials meeting the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria; (2) delivered in the secondary school utilizing a TSTC adjunct instructor; (3) delivered on the TSTC campus utilizing TSTC faculty; or (4) distance learning.

#### **Faculty Qualifications**

All instructors must meet the minimum requirements specified by the Southern Association of Colleges and Schools Commission on Colleges and TSTC.

Instructors teaching courses which result in the award of dual credit must be employed TSTC faculty members. Instructors must also meet the same standards, review, and approval

procedures used by TSTC to select the faculty responsible for teaching the same courses at the main campus as per TSTC's standard operating system (SOS) document.

In accordance with House Bill 2504, all Dual Enrollment Adjunct Faculty must post their faculty vitae and TSTC course syllabi on their website at the start of each semester for easy access by the public. Additionally, official employment applications, official transcripts or other documents required for employment must be kept on file at TSTC.

TSTC shall select, supervise, and evaluate instructors for Dual Credit courses.

Supervision and evaluation shall include, but not be limited to:

- A. A coordinated classroom evaluation by TSTC.
- B. A TSTC end-of-semester course and instructor evaluation, if applicable;
- C. All adjunct instructors must attend a yearly instructor orientation/training session; and
- D. Adjunct instructors will be highly encouraged to attend TSTC faculty professional development activities.

TSTC will pay the Dual Enrollment Adjunct a stipend according to the current stipend guideline. Stipend payment to the adjunct instructor for qualified section(s) taught will be determined by the official census report generated by the TSTC Registrar.

#### **Course Curriculum, Instruction, Grading, Textbooks and Materials**

Designated College personnel will monitor the quality of instruction in order to assure compliance with the Dual Enrollment Course Agreement and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), TSTC and the HIGH SCHOOL PARTNER.

Either the HIGH SCHOOL PARTNER or student will be responsible to obtain the latest adopted editions of required textbooks on or before the **first day of the college class**.

All textbooks/supplemental materials, applicable insurance coverage, uniforms, associated travel expenses related to program competitions/events (e.g., Skills USA), chaperone expenses, etc., will be the responsibility of the HIGH SCHOOL PARTNER.

Grading will follow the course syllabus and approved TSTC Policy.

### **Transportation**

TSTC assumes no obligation/responsibility for transportation of students to and from the TSTC Campus/ training facilities.

### **Enrollment, Admission and Registration**

The HIGH SCHOOL PARTNER will designate a person responsible for coordinating and tracking submission of all documents required for admissions and registration. HIGH SCHOOL PARTNERS and Students will adhere to current TSTC policies and procedures in accordance with the established deadlines. The HIGH SCHOOL PARTNERS designated contact person will collaborate with TSTC's designated dual enrollment point-of-contact on all issues regarding Dual Enrollment, such as admissions, enrolling, monitoring, grading and reporting.

### **Transcribing of Credit and Student Withdrawal**

A college grade shall be transcribed upon completion of the semester for the courses in which the student is officially enrolled and will adhere to the current grading policy.

The HIGH SCHOOL PARTNER agrees to evaluate the objectives to be achieved by students completing the TSTC dual enrollment college courses and to transcribe high school credit on the student's high school transcript accordingly.

Schedule changes, course additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

### **Provision of Student Learning and Support Services**

Students will have access to the TSTC Learning Resource Center, tutorial and mentor services. Students may request their official TSTC Transcripts via TSTC Web Advisor or in person at the TSTC Student Services Center.

### **Tuition/Funding Provisions**

Tuition and fees for all dual enrollment students who meet TSTC eligibility/enrollment requirements will be waived up to six courses per year (fall, spring, summer). Students enrolled in more than six courses per year will be responsible for full tuition and fees.

All Dual Enrollment students will be charged an annual \$50.00 administrative fee.

**Responsibility of Dual Enrollment Fee**

Please confirm the party financially responsible for the dual enrollment fee by initialing one of the following.

\_\_\_\_ STUDENT DIRECT BILLING

All students enrolling in TSTC dual credit courses shall be directly billed by TSTC and financially responsible for the annual \$50.00 fee payment. Student/Parent or Guardian will be billed after the registration period and enrollment verification is completed.

☒ HIGH SCHOOL PARTNER DIRECT BILLING

The HIGH SCHOOL PARTNER shall be directly invoiced by TSTC and held financially responsible for the annual \$50.00 fee payment of each individual student enrolled in dual credit courses. The High School Partner will be invoiced after the registration period and enrollment verification is completed.

*Please circle the financially responsible party to be directly billed the full cost of tuition and fees incurred by students who register in more than six courses under the yearly limitation:*

High School Partner      Or      Student/Parent/Guardian

Initials required: WA

**Dual Enrollment Only Course Sections**

TSTC may develop a course section specifically for dual enrollment students. Course section may take place at the high school campus, on the TSTC campus or, through Distance Learning.

Courses specifically designed for a high school partner held on the college campus and/or high school partner requesting a TSTC instructor Adjunct Hourly Wage X Course Contact Hours = Cost to Dual Enrollment High School Partner. Applicable pay and mileage will be the responsibility of the Dual Enrollment High School Partner.

## Academic Policies

All regular academic policies and procedures applicable to courses taught at TSTC shall also apply to all dual enrollment courses and students, including the Scholastic Standing System and its applicable consequences.

**Discipline**

Dual enrollment students must abide by the Code of Student Conduct outlined in the current TSTC Student College Catalog & Student Handbook. Dual enrollment students will be dismissed for disruptive behavior, excessive unexcused tardiness and/or absenteeism and will be referred to their high school principal or designee for disciplinary action. Dual credit students attending classes on a TSTC campus will be treated as college students. Students that have a free period while on TSTC campus will not be monitored and the HIGH SCHOOL PARTNER, to the greatest extent allowed by the laws and the Constitution of the State of Texas, holds TSTC harmless for any death, personal injury, property damage, and /or campus disruption caused by HIGH SCHOOL PARTNER personnel or their students. TSTC is not responsible for HIGH SCHOOL PARTNER students leaving TSTC grounds.

### Counseling, Disabilities and Health Services

Students in dual enrollment courses will have access to the same or comparable support services that are afforded College students on the main campus. TSTC is responsible for ensuring timely and efficient access to such services (e.g., counseling and health), and to other benefits for which the student may be eligible, including disability and support services, to the same extent that the services are available to other TSTC students. Services such as these may require a signed student and/or parent consent form in order to receive services.

TSTC will adhere to and comply with current TSTC policies, procedures, federal, state, and local laws that govern the College for individuals and/or students with disabilities that require accommodations.

The HIGH SCHOOL PARTNER agrees that in classes for which college credit is awarded, accommodations will need to meet standards under the ADA and Section 504 subpart E, and will adhere to TSTC's current policies and procedures for determining reasonable accommodations and grievances. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

The HIGH SCHOOL PARTNER agrees that classes in which high school credit is awarded, the ADA and Section 504 subpart D, accommodations will be the responsibility of the HIGH SCHOOL

**PARTNER.** If an accommodation fundamentally alters the course, college credit will not be awarded.

Building and information technology access will be the responsibility of the owner/provider of that infrastructure, including access to web-based curriculum materials.

Students with disabilities who require accommodations will be required to self-disclose with the TSTC Counseling and Disabilities Office.

It is the responsibility of dual enrollment students and their parents/legal guardians or sponsoring agents to provide students health and accident insurance and hold TSTC harmless and to waive any claims, past, current or future, they may have for any death, personal injury, property damage, or accidents involving students or visitors while on the TSTC campus or off campus instructional site locations.

**Behavioral Intervention Team (BIT) - Student Involuntary Health Separation/Withdrawal**

For Behavior Intervention Team (BIT) concerns, TSTC will work collaboratively with the HIGH SCHOOL PARTNER designee as needed and when deemed necessary.

**Prohibiting Sexual Misconduct & Gender-based Discrimination**

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive federal financial assistance. Title IX states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Texas State Technical College works to ensure and maintain a workplace and an educational environment free of, and protected from, sexual misconduct and discrimination based on gender. Texas State Technical College (TSTC) does not tolerate and expressly prohibits sexual misconduct which includes but is not limited to: sexual harassment, sexual assault, and/or sexual exploitation. No person, on the basis of sex, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. This practice applies to all members of the TSTC organization including all employees, students, and visitors. This practice and procedure includes incidents occurring on and off campus that would cause a substantial disruption in the learning environment. The procedures also include complaints filed by visitors on TSTC property. Offenders are subject to disciplinary action including possible suspension/expulsion from the college or termination of employment.

For definitions and the full procedure please see the Student Catalog and Handbook which can be found on-line at [www.tstc.edu](http://www.tstc.edu).



**Student Complaints/Grievances/Compact with Texans**

It is the practice of TSTC to seek fair, efficient, and equitable solutions for problems that arise out of the student/college relationship and to allow any student to be heard when he/she feels that his/her rights have been violated or that an action taken by an employee of the college is unfair.

Most questions or complaints can be resolved through routine channels. Students are encouraged to discuss questions or complaints with the instructor or employee with whom the question or complaint has arisen. Complaints received verbally and resolved through routine channels are not considered official written complaints and are not subject to this procedure.

For more information and the formal grievance procedure please see the Student Catalog and Handbook which can be found on-line at [www.tstc.edu](http://www.tstc.edu).

**FERPA**

Parties agree to maintain the records for all students in accordance with all applicable federal, state, and local laws. For the purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), TSTC hereby designates the HIGH SCHOOL PARTNER as a school official with legitimate education interests in the educational records of the students who participate in the dual enrollment program to the extent that access to the records are required by the HIGH SCHOOL PARTNER to carry out the functions of the program. Parties agree to maintain the confidentiality of the students' educational records in accordance with the provisions of FERPA. The parties shall not release educational records to any third party without written consent by the affected student.



**TSTC**

Texas State Technical College  
3801 Campus Drive  
Waco, Texas 76705

By:

Date:

\_\_\_\_\_  
Dr. Elton Stuckly, Jr.  
Vice Chancellor, Chief Operations Officer

**Brownsville Independent School District**  
1900 E. Price Road #307  
Brownsville, Texas 78521

By:

Date:

E. Zendejas  
Dr. Esperanza Zendejas  
Superintendent

6-21-16